

attention into some other channel and, the moment this ruse succeeds, and the toy is cast aside, he will take possession.

Unfortunately the others make this easy as they, quickly tire of their playthings and forget them. But C. has endless

patience and resourcefulness in acquiring booty. He is also a great 'keeper' and generally has a store of treasures in some corner or old box. But I do not worry about this as I think

it is quite common among little boys. C.'s sense of property (if one may so describe it) leads him to be very careful with his

things whereas the others are most destructive. But what I

do *not* like is the selfishness behind these tendencies. If we

explain that the other children have superior rights to any toy he replies invariably that he *wants* it, and nothing else seems to

matter. He has rather a way of collecting knick-knacks at home from drawers and cupboards of grown-ups. But he

makes no effort to hide these."

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BRIDGES, *op. cit.* p. 46.* "(It is well known that young children claim or hold on to everything that appeals to their interest of the moment, y When children first come to the nursery school they claim one toy after another whether a child is playing with it or not/'

b. *The Motive of Power*

a. Real aggression

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16.10.24. Robert wanted to smash a plant pot, and when prevented by Mrs. I., he bit her wrist severely.

27.10.24. The elder boys wanted to shut some of the younger ones into a hut as a "prison"; Frank, Harold and Paul often suggest, and sometimes do this.

10.11.24. The glass of the garden door having been broken by accident, Cecil and one or two others went on to break it further deliberately, shouting with glee. (They watched the plumber mend it on the following day; and Cecil and others often again suggested breaking it, during the next week or two.)

28.11.24. When Mrs. I. was kneeling to help

the children
put on their shoes, Benjie several times ran up
behind, jumped
on her back and clasped his hands very tightly
round her neck.
(Clearly a mixture of affection and hostility, but it
felt more
hostile than affectionate !)

¹ All further references to Bridges are from the same
source, *The Social and Emotional Development of the Pre-School
Child*,